

CURRENT SITUATION AND COUNTERMEASURES OF MORAL EDUCATION FOR HIGHER VOCATIONAL COLLEGES IN TA KING HEBEI VOCATIONAL COLLEGE OF TOURISM

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ABSTRACT

Vocational colleges are platforms for cultivating high-tech talents for the society. The quality of moral education of vocational college students is not only directly related to the quality of my country's industrial army and the quality of social services, but also affects the future of the country and the nation. With the rapid development of social economy, the value system is diversified, the source structure of vocational college students is diverse and complex, and the quality is uneven. The current moral education of vocational college students is facing severe challenges: the existing moral education content, moral education teaching, moral education management, and moral education evaluation of vocational college students can no longer adapt to the diversity of students and the development of the times. This paper conducts a special investigation on some teachers and students of Hebei Tourism Vocational College through literature method, investigation method, case study method, etc., carefully analyzes the current status and causes of moral education of vocational college students, further explores the elements of education, enriches the carriers of moral education, integrates moral education into the whole process of talent training, further strengthens the ideological guidance and behavioral norms education of vocational college students, and focuses on the implementation strategy of moral education.

Keywords: higher vocational colleges, higher vocational students, moral education, countermeasures

INTRODUCTION

Moral education is the primary task of higher vocational colleges. The point of moral education is people. Based on people's psychological development, the laws of psychological activities and the needs of the development of the times, it takes the shaping of students' good ideological and moral character as the core, and the fundamental purpose is to solve people's ideological and cognitive problems. Therefore, higher vocational colleges should open up multiple channels to carry out moral education according to people, time and situation, so as to achieve better educational results.

The content of moral education comes from life and is constantly enriched. It mainly includes the cultivation of outlook on life, world outlook, and values, basic Marxist theory, patriotism, collectivism, democracy and the rule of law, situation and policy, as well as social morality, professional ethics, family virtue education, style of study and school spirit, team spirit, aesthetic education, and mental health. For these educational contents, we should conduct in-depth analysis and research, try to make these theoretical contents close to life, and melt them into the specific lives of students, so that the content of moral education can be understood and accepted by students. With the development and changes of society, the complexity of outlook on life, the diversification of values and the utilitarianism of beliefs have emerged one after another, prompting the timely improvement and updating of the content of moral education in colleges and universities. The content of moral education in higher vocational colleges can

be summarized as: taking harmonious moral education as a benchmark, organically integrating ideological and political education into all aspects of students' quality education, carrying out ideological and moral, legal and mental health education, etc., to promote the all-round development of higher vocational students' ideological and moral quality, professional cultural quality and mental health quality.

OBJECTIVE

1. to study the level of Current Situation of Moral Education for Higher Vocational Colleges in Ta king Hebei Vocational College of Tourism.
2. to purpose the guidelines for developing the Countermeasures of Moral Education in Higher Vocational Colleges—Hebei Vocational College of Tourism

METHODOLOGY

The researchers have carried out the following steps:

1. Population and sample
2. Research tools
3. Data collection
4. Data analysis

Sub-Section 1 Population and sample

Teachers and students of Hebei Tourism Vocational College. The sample group consisted of 352 teachers and students, and the researchers used Krejci&Morgan's sample size scale to determine the sample size (1970, pp.607-610)

Sub-Section 2 Research tools

Research questionnaire

The tool used in this study is the questionnaire of Hebei Tourism Vocational and Technical College, which is divided into the following two parts:

Part I: Questionnaire survey on the personal situation of the interviewees. The basic information of the interviewees is asked in the form of a checklist, namely 1) gender 2) age 3) highest education 4) work experience

Part II: Questionnaire on the current situation and countermeasures of moral education in higher vocational colleges.

Sub-Section 3 Data collection

The researchers distributed the questionnaire to the sample group and collected the data of 352 respondents. The specific steps are as follows:

1. the researchers conducted a self interview.
2. the researchers immediately collected their opinions on each aspect at the end of the interview.
3. at the end of the interview, the researcher will summarize again. If each expert has additional comments, they will be recorded again.
4. during each interview, the researcher takes notes and records the interview through electronic devices, requesting permission to record the interviewees.
 - 4.1. contact the staff to collect data, assist the school management to collect data, and personally carry the questionnaire and submit it online to determine the date of data collection.
 - 4.2. Collect data from the sample.
 - 4.3. Bring a survey questionnaire to verify its completeness. Then code the survey questionnaire and use a computer program to evaluate the results of the data.
 - 4.4. Collect data by interviewing 5 experts.

Sub-Section 4 Data analysis

Researchers extract all received questionnaires, check the completeness of each questionnaire, and perform statistical analysis on the obtained data using a computer. Statistical software packages are

used to calculate statistical values.

The operation steps are as follows:

1. Use qualitative variables, namely frequency and percentage, to analyze the first part of the questionnaire.
2. To analyze the second part of the questionnaire on the level of moral education and find out the mean, standard deviation, and overall situation of each party, which takes into account the average score obtained by the respondents' answers to the questionnaire.

Average 4.51 - 5.00- refers management at is at a highest level.

Average 3.51 - 4.50 -refers management at is at a high level.

Average 2.51 - 3.50- refers management at is at a moderate level.

Average 1.51 - 2.50- refers management at is at a low level.

Average 1.00 - 1.50- refers management at is at a lowest level.

3. Use questionnaire survey method and interview content analysis method to analyze the current situation of moral education in Hebei Tourism Vocational and Technical College.

RESULTS

According to the research objectives, it can be summarized as follows:

The results of the survey on moral education in higher vocational colleges include 1) school teacher factors, 2) school student factors, and 3) School leadership factors

Symbols used in data analysis.

n represents the number of samples.

$\bar{x}$ represents the mean of the sample.

S.D represents the standard deviation.

1. As can be seen from Table 1, the mean and standard deviation analysis results of moral education in higher vocational colleges have been smoothed ($=3.45$, S.D. $=0.73$). If the means are arranged from large to small, it can be found that the school leadership factor is the highest ($=3.50$, S.D. $=0.80$), followed by the school student factor ($=3.46$, S.D. $=0.76$), and the school teacher factor value is the lowest ($=3.40$, S.D. $=0.64$).

Table 1

Summary of Mean and Standard Deviation Analysis Results of Related Variables intention

Related variables	$n = 352$		Interpretation
	$\bar{x}$	S.D.	
1. School teacher factors	3.40	0.64	Moderate level.
2. School student factors	3.46	0.76	Moderate level.
3. School leadership factors	3.50	0.80	Moderate level.
Total	3.45	0.73	Moderate level

2. School teacher factors

There are four factors in total: As can be seen from Table 2, the analysis results of the mean and standard deviation of each factor of school teachers are horizontally distributed ($=3.40$, S.D. $=0.64$). If the mean is arranged from large to small, the largest value is to improve teachers' teaching and management capabilities, which is conducive to promoting teachers' teaching reform ($=3.57$, S.D. $=0.74$), followed by improving teachers' professional ethics ($=3.47$, S.D. $=0.65$), improving teachers' quality ($=3.37$, S.D. $=0.56$), and improving teachers' work assessment and incentives ($=3.21$, S.D. $=0.62$).

Table 2

Results analysis of mean and standard deviation the the Factors of School Teachers as an overview.

School teacher factors	n = 352		Interpretation
	$\bar{x}$	S.D.	
1. The composition of the moral education teachers is complex, the number is insufficient and the quality is uneven	3.37	0.56	Moderate level.
2. Moral education teachers' work evaluation and incentive measures are not in place	3.21	0.62	Moderate level.
3.Moral education teachers' professional ethics are not in place	3.47	0.65	Moderate level.
4.Moral education teachers have backward concepts and outdated methods in teaching and management	3.57	0.74	High level.
Total	3.40	0.64	Moderate level

3.School student factors

There are four school student factors.From the analysis results of school student factors (=3.46, S.D.=0.76) in Table 3, it can be seen that if all factors are considered in parallel, it is found that among the student factors (=3.46, S.D.=0.76), the largest value is the students' own moral education cognition and moral education behavior (=3.56, S.D.=0.83), followed by the poor foundation and many problems of higher vocational students (=3.48, S.D.=0.76), and the perception and attention to the moral education work of higher vocational colleges (=3.46, S.D.=0.75). The smallest value is the place of origin of students (=3.34, S.D.=0.70).

Table 3

Results analysis of mean and standard deviation of School Student Factors as an overview.

School student factors	n = 352		Interpretation
	$\bar{x}$	S.D.	
1. The source structure of higher vocational students is diverse and complex	3.34	0.70	Moderate level.
2. Higher vocational students have poor foundations and many problems	3.48	0.76	Moderate level.
3. Students' own moral education cognition and moral education behavior	3.56	0.83	high level.
4. Students' perception and attention to moral education in higher vocational colleges	3.46	0.75	Moderate level.
Total	3.46	0.76	Moderate level.

3. School leadership factors

There are four school leadership factors From Table 4, we can see that the analysis results of school leadership factors (=3.50, S.D.=0.80) show that if all factors are considered in parallel, among the school leadership factors (=3.50, S.D.=0.90), the largest value is the concept of school moral education focuses on management rather than education (=3.63, S.D.=0.84), followed by the imperfect mechanism of joint education in higher vocational colleges (=3.56, S.D.=0.84), and the tendency of formalism in moral

education (=3.43, S.D.=0.75). The smallest value is the organizational and coordination ability of leaders of higher vocational colleges (=3.40, S.D.=0.73).

Table 4
The mean and standard deviation results of school leadership factors are analyzed for the overall situation.

School leadership factors	n = 352		Interpretation
	$\bar{x}$	S.D.	
1. The organizational and coordination ability of higher vocational college leaders	3.40	0.73	Moderate level.
2. The concept of school moral education focuses on management rather than education	3.63	0.90	high level.
3. The joint education mechanism of higher vocational colleges is not sound	3.56	0.84	high level.
4. Moral education has a tendency towards formalism	3.43	0.75	Moderate level.
Total	3.50	0.80	Moderate level.

CONCLUSION AND FUTURE WORK

A person cannot stand without virtue, and the foundation of educating people lies in establishing virtue. Moral education is an inherent requirement for accelerating the development of modern vocational education, and it is also the political and historical responsibility undertaken by vocational education workers. At present, the integration and confrontation of various ideologies and cultures in society are becoming increasingly fierce and complex, and the moral education work in higher vocational colleges is facing unprecedented challenges. Based on the actual moral education work of higher vocational colleges in my country, this paper starts from the organizational leadership of higher vocational colleges, student characteristics, moral education teacher team construction, education management methods, and the influence of social family environment. Through literature method, investigation method, case study method, etc., a special investigation is conducted on some teachers and students of Hebei Tourism Vocational College, and the current status of moral education work is carefully analyzed, the causes are studied, and the ideological guidance and behavioral norms education of higher vocational students are further strengthened, and solutions are proposed. First, strengthen the organization and leadership of moral education, broaden the channels for all-staff education; second, based on the characteristics of higher vocational students, teach students in accordance with their aptitude with a people-oriented approach; third, strengthen the construction of the moral education team and improve the comprehensive quality of teachers; fourth, give full play to the social family function and create a healthy moral education environment; fifth, improve the moral education assessment mechanism and promote the healthy development of moral education. Most of these plans are being implemented at Hebei Tourism Vocational College. Although some countermeasures are still under continuous research and improvement, judging from the progress of implementation and some interim conclusions, good results have been achieved.

ACKNOWLEDGEMENTS

This independent study was finally completed not only through my attempt but with the great guidance and assistance from many key individuals. I would like to give sincere thank for their kindness support to those who have led me to fulfill an independent study requirement.

First and foremost, I would like to express my sincere gratitude to my advisor, Asst. Prof. Dr. Suttipong Boonphadung, Asst.Prof.Dr.Nuntawat.Nunart (Committee Chairman), Asst. Prof. Dr. Thada

Siththada (Committee), and Assoc.Prof.Dr. Duangsamorn Rungsawanpho (Dean of Graduate school) for important suggestions to do this research and forward many valuable comments and suggestions. An invaluable academic attitude, as well as profound professional knowledge, benefited me throughout my graduation. I would like to take this opportunity to express my sincerest thanks to my family members and friends, they not only supporting me morally and emotionally but also assisted me financially.

Finally, this research would not be possible without the support of department of Educational Administration, Graduate School, Suan Sunandha Rajabhat University and all members that their support and understanding have enabled me to successfully completed my studies.

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